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## Slide 3

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## Slide 4

### What are the implications for states, districts, and schools?

- Increased reporting requirements that affect states, districts and schools.
- States define adequate yearly progress (AYP) in schools for student achievement.
- Schools identified as “in need of improvement” if no AYP for 2 consecutive years.
- “In need of improvement” schools adhere to additional review, reporting, and monitoring requirements.

March 23, 2004 4

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## Slide 5

### What Does No Child Left Behind Say About Teacher Qualifications?

- Emphasis on teacher quality as a key factor in student achievement.
- Emphasis on academic content in teacher preparation, induction, and professional development.
- States develop plans with annual measurable objectives to ensure that all teachers in core academic subjects are “highly qualified” by the end of the 2005-2006 school year (August 31, 2006).

March 23, 2004 5

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## Slide 6

### The “Highly Qualified” Teacher

- “Highly Qualified” is a specific term defined in NCLB.
- To satisfy the federal definition of “Highly Qualified,” teachers must:
  - Have at least a Bachelor’s degree; and
  - Have valid state certification for which no requirements have been waived (i.e. provisional, professional or master teacher certification; and
  - Demonstrate content knowledge in core academic subject(s) taught.

March 23, 2004 6

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## Slide 7

### What is “full certification?”

- ♦ In Maine, full certification for “highly qualified” means:
  - Provisional certification,
  - Professional certification, or
  - Master Teacher certification.
- ♦ Teachers holding a conditional or target needs certificate, or transitional endorsements are not fully certified.

March 23, 2004 7

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## Slide 8

### What are the Core Academic Subjects?

- ♦ NCLB’s core academic subjects:
  - English, Reading or Language Arts
  - Mathematics
  - Science: General Science, Life Science, Physical Science
  - Social Studies: History, Civics/Government, Economics, Geography
  - Foreign Language
  - Visual and Performing Arts

March 23, 2004 8

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## Slide 9

### Who Must Satisfy the Federal Definition of a “Highly Qualified” Teacher?

Any Public school teacher who teaches core academic subjects

- Elementary Teachers (self-contained, all elementary subjects)
- Elementary Specialists (core subject; i.e., reading)
- Middle and Secondary Teachers in core academic subjects (teaching departmentalized classes)
- Special Education, Alternative Education and ESL Teachers who provide direct instruction in one or more core academic subjects.
- Visual and Performing Arts Teachers
- Foreign Language Teachers

March 23, 2004 9

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## Slide 10

### Highly Qualified Special Education Teachers Providing Direct Content Instruction

- Elementary Special Education teachers (including those in self-contained classes in grades 5-8) must satisfy the federal definition of a Highly Qualified Teacher at the elementary level.
- Middle (departmentalized) and secondary Special Education teachers must satisfy the definition based on the grade level of the curriculum they teach rather than the age of the students. This may mean satisfying elementary, middle and/or secondary levels.

March 23, 2004 10

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## Slide 11

### Highly Qualified ESL Teachers Providing Direct Content Instruction

- Elementary ESL teachers must satisfy the federal definition of a Highly Qualified Teacher at the elementary level.
- Middle and Secondary ESL teachers must satisfy the definition based on the grade level of the curriculum they teach rather than the age of the students. This may mean satisfying elementary, middle and/or secondary levels.

March 23, 2004 11

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## Slide 12

### Are Any Teachers Exempt from the "Highly Qualified" Requirement?

- These teachers are exempt unless teaching a core academic subject – in which case the teacher must be "Highly Qualified" in that subject
- Teachers who provide instruction in:
  - Health and Physical Education
  - Industrial Technology
  - Gifted and Talented
  - Business and Technology
  - Vocational Education
  - Career Education, Family, Consumer Science and Life Skills (Practical Arts)
- Education Services Personnel (i.e., speech teachers, guidance counselors, child study team members, librarians, nurses, career educators, vocational teachers, occupational and physical therapists)

March 23, 2004 12

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## Slide 13

What does *demonstrate subject matter competency in the core academic subject* mean?

Elementary

- For elementary teachers this means demonstrating knowledge in four core areas – Reading or English/Language Arts, mathematics, science, and social studies.
- For elementary specialists, i.e., reading, literacy, this means demonstrating knowledge in the core area only.

March 23, 2004 13

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## Slide 14

What does *demonstrate subject matter competency in the core academic subject* mean?

Middle and Secondary

- Teachers must demonstrate that they are competent in EACH core academic subject they are assigned to teach
- For Middle and Secondary (departmentalized) teachers this means breadth and depth of knowledge in the core academic subject taught (English, reading or language arts, mathematics, science, history, civics and government, geography, economics)

March 23, 2004 14

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## Slide 15

What does *demonstrate subject matter competency in the core academic subject* mean?

K-12, ESL, Bilingual, Alternative Education, Foreign Languages and The Arts

- Teachers must demonstrate that they are competent in EACH core academic subject they teach.
- For secondary and K-12 ESL, Bilingual, Alternative Education, Foreign Language and the Arts teachers this means demonstrating breadth and depth of knowledge in the appropriate subject matter (English, reading or language arts, mathematics, science, history, civics and government, geography, economics, the arts and foreign language).

March 23, 2004 15

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## Slide 16

### "Highly Qualified" is NOT the same as certified

Being "Highly Qualified" is not the same as being certified by the State of Maine to teach

- ♦ The designation of "highly qualified" is for the specific teaching *assignment*. A teacher is designated as "highly qualified" for a given assignment.
  - A teacher may be highly qualified for one assignment but not highly qualified for another.
  - A teacher's certification will not be affected by his or her "Highly Qualified" status.

March 23, 2004 16

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## Slide 17

### Definitions

- ♦ New Teacher: First year teacher – new to the profession.
- ♦ Newly Hired Teacher: Experienced teacher in his or her first year in a new district.
- ♦ Veteran Teacher:
  - Title I Schools/Programs – One hired before 2002-2003;
  - Non-Title I Schools – One hired before 2005-2006 (August 31, 2006)

March 23, 2004 17

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## Slide 18

### Does this apply to *new* teachers or to *experienced* teachers?

- ♦ The qualifications for being "highly qualified" apply to new teachers and to experienced teachers.
- ♦ New teachers (teachers hired for the first time after the first day of the 2002-2003 school year) in Title I programs or Title I schools must be "Highly Qualified" for their assignments upon hire.
- ♦ Experienced teachers (Title I and ALL non-Title I teachers) must be "highly qualified" by the end of the 2005-2006 school year (August 31, 2006).

March 23, 2004 18

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Slide 19

### How do *new* teachers demonstrate subject matter competency?

- New elementary school teachers can demonstrate subject matter competency by passing a state elementary content test.
- New elementary school specialists, i.e., reading or literacy, can demonstrate subject matter competency by holding an advanced degree in the specialization.
- New middle school and secondary teachers can demonstrate subject matter competency through successfully completing an academic major, or a graduate degree, or coursework equivalent to an undergraduate academic major, advanced certification or passing a state content test in each of the core content areas they teach.

March 23, 2004

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Slide 20

### The Timeline for Compliance

Title I Schools and Programs (school-wide & targeted assistance)	Non-Title I Schools
New and Newly Hired teachers hired after the first day of the 2002-2003 school year must be highly qualified when hired.  Veteran teachers must be highly qualified by the end of the 2005-2006 school year (August 31, 2006).	New, Newly Hired and Veteran Teachers must be highly qualified by the end of the 2005-2006 school year (August 31, 2006)

March 23, 2004

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Slide 21

### How Do Experienced Teachers Demonstrate Subject Matter Competency?

#### Elementary Teachers

- Pass Praxis II Elementary Education: Content Knowledge Test OR
- Have an advanced credential in elementary education (i.e., National Board Certification) OR
- Hold an advanced degree in specialized content if assigned only one content, i.e., reading OR
- Document 100 points on the Maine HOUSSE Rubric.

March 23, 2004

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## Slide 22

### How Do Experienced Teachers Demonstrate Subject Matter Competency?

#### Middle School Teachers (Departmentalized)

- Pass the Praxis II Content Knowledge Test for the subject(s) they teach; OR
- Pass Praxis II Middle Level Generalist Test (Broad Field Content Test); OR
- Have an undergraduate major, coursework equivalent to a major or graduate degree in the subject(s) they teach; OR
- Hold National Board Certification in their subject(s); OR
- Document 100 points on the Maine HOUSSE Rubric.

March 23, 2004 22

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## Slide 23

### How Do Experienced Teachers Demonstrate Subject Matter Competency?

#### Secondary Teachers

- Pass Praxis II Content Knowledge Test for the subject(s) they teach; OR
- Have an undergraduate major, coursework equivalent to a major or a graduate degree in the subject(s) they teach; OR
- Hold National board Certification in their subject(s); OR
- Document 100 points on the Maine HOUSSE Rubric.

March 23, 2004 23

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## Slide 24

### How are Teachers Without Full Certification Affected by "Highly Qualified" Requirements?

- Teachers who hold Conditional or Targeted Need Certification or Transitional Endorsements must complete the Highly Qualified Teacher Identification Form.
- These teachers must satisfy the "conditions" of their certification requirements prior to moving to Option #1 or Option #2.
- Once the teacher achieves full certification he or she is eligible to demonstrate "Highly Qualified" status.

March 23, 2004 24

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## Slide 25

### Are There Exceptions In The Law Allowing Teachers Without Full Certification to be Considered "Highly Qualified?"

Teachers who are teaching core subjects identified by NCLB but teaching on less than a full certificate (conditional, targeted need, transitional endorsement) may be considered "Highly Qualified" only if:

1. They have a major in the content assigned to teach (24 credit hours)  
OR coursework equivalent to a major, OR advanced degree in the content, OR pass the PRAXIS II content test  
AND
2. Are enrolled in an alternative route to certification program working toward full certification  
AND
3. Are provided rigorous and comprehensive support and mentoring by the school or school district.

March 23, 2004 25

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## Slide 26

### What is the Maine Plan?

- Most experienced teachers in Maine meet the federal definition of "highly qualified."
- The Maine Plan provides two options through which experienced teachers can demonstrate that they are "highly qualified."
  - Option #1: Academic preparation, advanced degrees, National Board Certification, or testing.
  - Option #2: HOUSSE = Prior teaching experience, professional development, service, professional recognition and scholarship.

March 23, 2004 26

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## Slide 27

### What is Option #1?

- Teachers who meet ANY ONE of the following criteria are "highly qualified."
  - Hold an academic major or course work equivalent to an academic major (24 credits) for each content teaching assignment (middle and secondary only) OR
  - Hold an advanced degree in the content teaching assignment (middle and secondary only) OR
  - Hold National Board Certification in the content teaching assignment OR
  - Have passed the appropriate PRAXIS II Content Knowledge Test.\*  
\*Talking and Passing the appropriate PRAXIS II Content Knowledge Test IN ANOTHER STATE is acceptable in Maine as applicable to "Highly Qualified" status.

March 23, 2004 27

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Slide 28

### What is the equivalent of an academic major?

- ♦ For each core academic subject taught by middle or secondary school teachers the coursework equivalent of a major is currently 24 credits. Courses must be in content areas taught.
- ♦ For elementary teachers who teach all elementary content areas there is no equivalent to an academic major.
- ♦ For elementary specialists, i.e., reading, literacy, a major in the specialization is required.

March 23, 2004

28

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Slide 29

### Which standardized tests can be used by experienced teachers?

- ♦ Maine is currently reviewing PRAXIS II Content Knowledge: Elementary Content and Middle Level Generalist Tests that will be required for initial certification in 2005 and can be an option for veteran elementary, middle and secondary teachers and for special area teachers, i.e., Art, Foreign Language. *\*Available in 2005.*

March 23, 2004

29

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Slide 30

### What is Option #2?

- ♦ Teachers who cannot demonstrate subject matter competency for each assignment through Option #1 can determine whether their prior experience is sufficient to meet the definition of "highly qualified" by using HOUSSE.
- ♦ By using the Maine HOUSSE Rubric, teachers document prior experience and document 100 points on this rubric.

March 23, 2004

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## Slide 31

### What is the HOUSSE?

High Objective Uniform State Standard of Evaluation

- A system by which each State and LEA can determine that an experienced teacher meets the subject matter competency requirements by NCLB.
- HOUSSE recognizes factors such as the number of years a teacher has taught an academic subject as one element in determining "highly qualified."
- Maine has developed a HOUSSE plan.

March 23, 2004 31

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## Slide 32

### What kinds of experiences can be used to document subject matter competency in the HOUSSE?

- Years of teaching experience
- College level course work in the content area
- Assessments in the content area
- Professional development activities related to the content area
- Service to the content area
- Awards and scholarship in the content area

March 23, 2004 32

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## Slide 33

### Remember "Highly Qualified" is NOT the same as certified

Middle and Secondary

- Teachers must demonstrate that they are competent in EACH core academic subject they are assigned to teach.
- For Middle and Secondary (departmentalized) teachers this means breadth and depth of knowledge in the core academic subject taught (English, reading or language arts, mathematics, science, history, civics and government, geography, and economics).

March 23, 2004 33

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Slide 34

### What Must Teachers Report to School or District Officials?

1. Complete "Highly Qualified" Teacher-Identification Form
2. Complete HOUSSE Rubric and attach documentation (if using Option #2)
3. Sign Statement of Assurance Form
4. Submit to School or District Official  
(Individual forms must be completed for EACH content area the teacher is assigned to teach - one form only for elementary)

March 23, 2004 34

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Slide 35

### What must administrators document and report to Maine?

1. Administrators maintain forms at the building or district level of "Highly Qualified" status of all staff affected by NCLB "Highly Qualified" requirements.
2. Forms will be used to compile data about the numbers and categories of highly qualified teachers for school, district and state reports required by NCLB.
3. Administrator report to the state the status of all teachers who teach core academic areas as "highly qualified" or NOT "highly qualified" for their assignments.

March 23, 2004 35

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Slide 36

### What will districts need to do?

- ♦ Districts report the following data, by school, so the state can complete the Annual State Report Card:
  - Number of teachers teaching under emergency or less than a full certificate (waiver, conditional, targeted need, transitional)
  - Number of core academic classes taught by teachers not meeting the "highly qualified" teacher requirements

March 23, 2004 36

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## Slide 37

### What reporting will districts with schools that receive Title I funds need to do?

- A district receiving Title I funds must notify the parents of each student attending a Title I school in the district or receiving services in a Title I program informing them of their right to request information on the qualifications of their child's teacher. The information that the district must provide (if requested) includes:
  - Whether the teacher has met the certification requirements of the state
  - Whether the teacher is teaching under an emergency or other provisional status
  - The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher in the field or discipline of his or her certificate or degree
  - Whether or not the child is provided service by a paraprofessional, and if so, his or her qualifications.

\*This notification requirement **DOES NOT** apply to non-Title I schools in a district.

March 23, 2004 37

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## Slide 38

### What reporting will schools that receive Title I funds need to do?

- Schools that receive federal Title I funds must send to each parent the information below.\*
  - Timely notice that the child has been assigned or taught for up to four or more consecutive weeks by a teacher who is not "highly qualified."
  - Information about the level of achievement of the child in state assessments.

\*This notification requirement **DOES NOT** apply to non-Title I schools in the district.

March 23, 2004 38

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## Slide 39

### What reporting will the state be required to do?

- The Annual State Report Card required by NCLB must include the following teacher quality information:
  - Professional qualifications of teachers in the state
  - Percentage of teachers teaching under emergency or provisional credentials
    - (Note the federal government's definition of provisional credential addresses someone who is NOT fully certified. Teachers who hold Maine Provisional Certificates are fully certified.)
  - Percentage of core academic classes statewide taught by teachers not meeting the "highly qualified" teacher requirements (in total and broken out by high-poverty and low-poverty school status).

March 23, 2004 39

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## Slide 40

### What if a teacher does not meet the HQ requirements?

- Teacher certification will not be affected by HQ status.
- Presently, there are no employment consequences.
- No one knows the potential employment consequences, if any, after the August 31 2006 deadline.
- The law does not state what consequences there will be if a school does employ a teacher who is not Highly Qualified after the deadline.
- Schools are required to provide assurances that they will make every effort to provide and support professional development opportunities to ensure all teachers achieve "Highly Qualified" status.

March 23, 2004 40

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## Slide 41

### NCLB "HQ" Timeline for 2004

March 2004	"HQ" Introductory Materials, Slide Presentations, FQA, and Teacher Tool Kit mailed to Schools
March-April 2004	Schools provide staff information sessions
April 2004	"HQ" Administrator Toolkit, Materials, Forms, Instructions mailed to Superintendents, Principals, Support Team Chairs
April 2004	DOE conducts 8 Regional Information Sessions
May-June 2004	Teachers self-report "HQ" status locally
July 2004	Schools Report "HQ" data to Maine Department of Education
September 2004	Maine DOE reports state "HQ" data to U.S. DOE
September 2004	Schools notify Title I School/Program parents of right to request information about child's teacher's qualifications.

March 23, 2004 41

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## Slide 42

### The Maine Commitment

- The Maine Department of Education is committed to supporting district and individual efforts to ensure that all teachers in core academic subjects are designated "highly qualified" by the end of 2005-2006 (August 31, 2006) and will:
  - Provide updated information if and as changes are made at the federal level;
  - Provide training to districts and schools on the use of the Maine HOU/SSE for identifying Highly Qualified Teachers;
  - Provide support through the department website, offering downloadable forms, frequently asked questions and an email address to facilitate communication with the field.

March 23, 2004 42

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## Slide 43

For additional information contact:

The Maine Department of Education  
(207) 624-6600  
or  
Visit the U.S. Department of Education for a copy of the  
"TOOLKIT FOR TEACHERS" – Provides straightforward  
information about NO CHILD LEFT BEHIND and the law's  
"Highly Qualified Teacher" provisions in particular.  
[www.ed.gov/teachers/nclbguide/index2.html](http://www.ed.gov/teachers/nclbguide/index2.html)  
and  
[www.ed.gov/programs/teacherqual/guidance.doc](http://www.ed.gov/programs/teacherqual/guidance.doc)  
For NCLB Guidance

March 23, 2004 43

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